DOCUMENT RESUME

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ABSTRACT

Developed by the Nevada Competency-Based Adult High School Diploma (CBAHSD) project, this student handbook accompanies a teacher's guide and ten curriculum guides which cover the following subjects: consumer education; environmental education; health; language arts; citizenship; American Government; United States History; mathematics; earth and physical science; and life science. This student handbook contains program procedures, a list of competencies for each of the ten subject areas, and ten student record sheets (one for each subject area). (BM)

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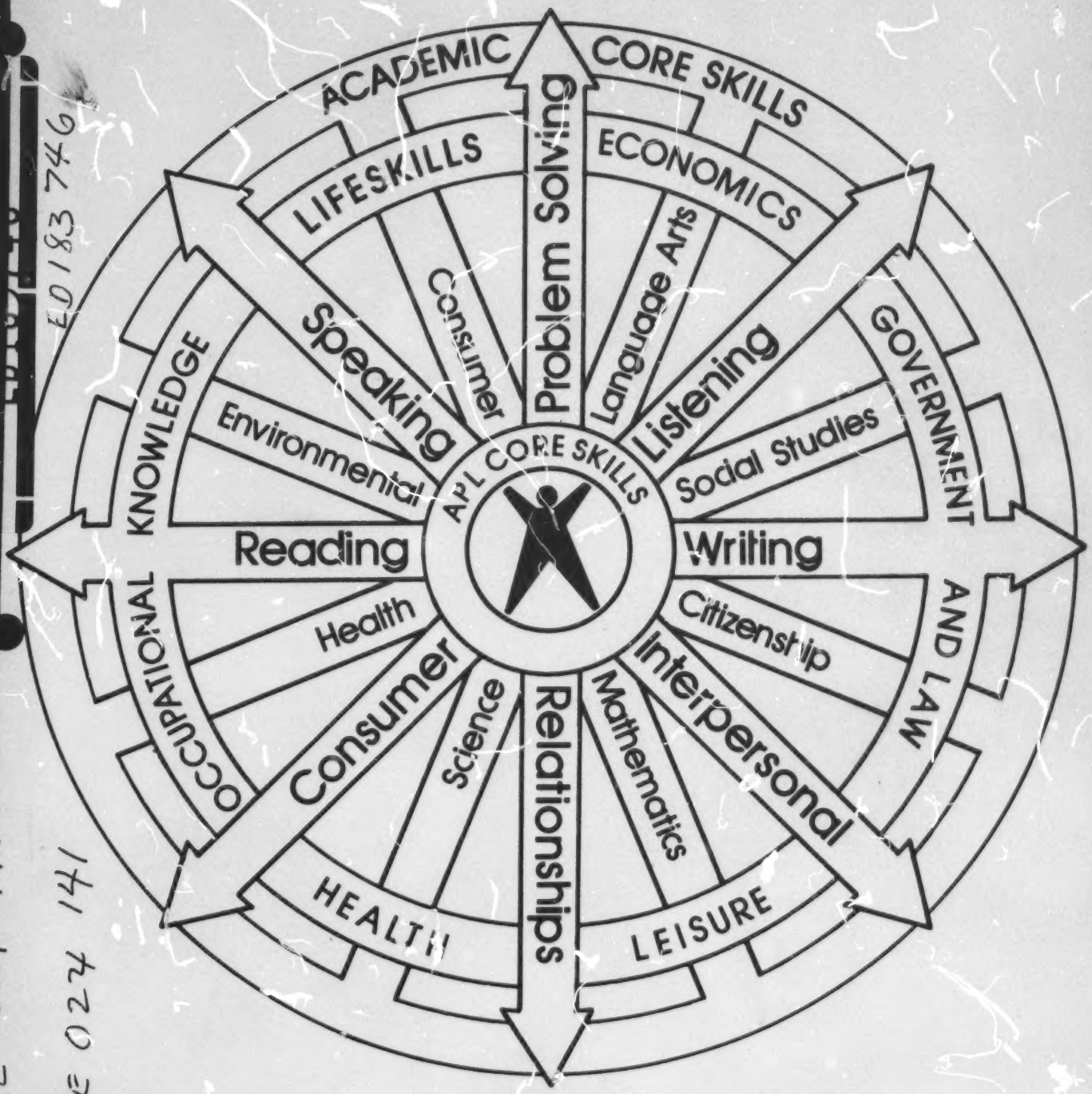

CE 024 141

NEVADA COMPETENCY BASED ADULT HIGH SCHOOL DIPLOMA PROJECT

STUDENT HANDBOOK

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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HOW TO USE THIS PROGRAM

This packet contains the following:

1. Procedure

2. Ten lists of competencies in the subject areas of

   Consumer Education
   Environmental Education
   Health
   Language Arts
   Citizenship
   American Government
   United States History
   Mathematics
   Earth and Physical Science
   Life Science

3. Ten Student Record Sheets, one for each subject area.

It is recommended that you keep the packet in a three-ring binder and separate the ten sections with index tabs. You may wish to keep your individual assignments, handouts, and tests in the notebook with the corresponding competency lists. This type of organization will insure that you will always have your assignment or needed information as it is necessary for you to bring this packet with you to every class which you attend.

Procedure

You will be given this packet when you enter the program and should organize the packet as recommended above.

1. Write your name on the appropriate Student Record Sheet for the classes you are taking such as Language Arts, Math, or U.S. History. Write in the date you began the class on the line below your name.

2. Give the Student Record Sheet to your instructor at the first class meeting. The instructor will keep the sheet and record your performance on it.

   You may see the sheet at any time. The sheet will show you how many competencies you have completed and how many you have left to do.

   When you have completed every competency, you and your instructor will date and sign the Record Sheet which becomes your permanent record for the class.

3. When you are issued the packet, you should read through the competency lists for the classes you are going to take.

   Put a pencil mark by each competency you think you know enough about to take the test on.

4. Show your instructor the competencies for which you would like to take the test.

   You will be given the pre-test(s) on your selected competencies first. You will be given pre-tests for every competency listed. If you are able to pass the pre-test(s), you will automatically receive credit without having to take the post-test. If you do not pass the competency pre-test, you will receive instruction and complete assigned activities until you are ready to take the post-test.

   If you pass the post-test, you will receive credit. If you do not pass the post-test, you will again receive instruction and assignments until you learn the competency. You may take a post-test as many times as necessary to pass the competency.

5. After or perhaps during a pre- or post-test, your instructor may ask you questions about your answers. Your answers will help your instructor to better determine what you know, and give you an additional opportunity to demonstrate your knowledge.

   You may feel more confident orally discussing your answers to test questions than writing them. Ask your instructor if you may have a choice in how you will demonstrate your knowledge of a competency <u>prior to taking the test</u>.

How long it takes you to complete the program is dependant upon you--how much you know about a subject prior to entering the program; how much time you spend studying; how often you attend class. This is an individualized program; that is, it is <u>your</u> program. Your success depends solely upon you. You could possibly complete the entire program in two weeks if you passed all the pre-tests. Or you might complete the program in two years if you choose to attend infrequently and lose time between assignments.

This program gives you credit for what you already know and the opportunity to get your high school diploma just as fast as you desire.

GOOD LUCK!!

C = credit
NC = no credit
- = not administered

NAME _____

DATE _____

CONSUMER EDUCATION
STUDENT RECORD SHEET

COMPETENCY	PRE-TEST					POST-TEST					
	Date	#1	#2	#3	#4	Date	#1	#2	#3	#4	Date Complete
CE 1											
CE 2											
CE 3											
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CE 11											
CE 12											

CONSUMER EDUCATION-SRS
(continued)

COMPETENCY	PRE-TEST					POST-TEST					
	Date	#1	#2	#3	#4	Date	#1	#2	#3	#4	Date Completed
CE 13											
CE 14											

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CONSUMER EDUCATION

CE - 1 The student will be able to explain the purpose and use of each of the following bank services: 1) checking accounts 2) savings accounts 3) safe deposit box 4) trust accounts.

CE - 2 The student will be able to describe each of the following as it effects personal credit: 1) Fair Credit Reporting Act of 1971 2) Equal Credit Opportunity Act of 1974-1977 3) Credit Bureau 4) Consumer Credit Protection Act of 1967 (Truth-in-Lending Law).

CE - 3 The student will be able to interpret and evaluate the terms of a 1) a security agreement and disclosure statement 2) credit card statement 3) installment loan statement.

CE - 4 The student will be able to describe the component, purpose, advantages and disadvantages of various types of insurance policies: auto, home, life, health, disability, mortgage.

CE - 5 The student will be able to select a personal insurance program, based on personal income, size of family, age of insured, and benefits.

CE - 6 The student will be able to explain the purpose and use of each of the following payroll deductions: 1) FICA (social security tax) 2) withholding tax 3) union dues 4) payroll savings plan.

CE - 7 The student will be able to evaluate various employment benefits, including: health insurance, life insurance, disability insurance, retirement, pensions, education plans, sick leave.

CE - 8 The student will be able to describe 1) how to establish needs and goals before the purchase of a home, 2) how to obtain a mortgage, and 3) the steps taken in the purchase of the home.

CE - 9 The student will be able to interpret and evaluate the terms of lease or rental as stated in a standard lease/rental agreement.

CE - 10 The student will be able to fill out the Federal Income Tax form 1040A short form, using hypothetical people and figures.

CE - 11 The student will be able to explain 1) what each of the indices below measure, and 2) what the figure tells us about the U.S. economy.

Consumer Price Index	Unemployment Rate
Gross National Product	Farm Productivity
Dow-Jones Industrial Income Average	Domestic Oil Production & Foreign Oil Importation
NYSE Index	Housing Starts and Sales
ASE Index	Automobile Sales

CE - 12 The student will be able to list three governmental agencies or consumer organizations that provide help for consumers, describing the activities and functions of each.

CE - 13 The student will be able to identify and explain the following advertising practices: 1) false authority 2) "bait and switch" 3) meaningless demonstrations 4) "lost leaders".

CE - 14 The student will be able to develop a balanced personal budget considering the following areas:

food	transportation	rent	repairs
clothing	home expenses	medical	entertainment
taxes	savings	utilities	contributions

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ENVIRONMENTAL EDUCATION
STUDENT RECORD SHEET

COMPETENCY	PRE-TEST					POST-TEST					
	Date	#1	#2	#3	#4	Date	#1	#2	#3	#4	Date Completed
EE 1											
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ENVIRONMENTAL EDUCATION-SRS
(continued)

COMPETENCY	PRE-TEST					POST-TEST					
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EE 13											
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ENVIRONMENTAL EDUCATION-SRS
(continued)

COMPETENCY	PRE-TEST					POST-TEST					
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EE 26											
EE 27											
EE 28											
EE 29											

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ENVIRONMENTAL EDUCATION

EE - 1 The student will describe, from a choice of various industrial activities, those which involve externalities and those that are internalities.

EE - 2 The student will identify and discuss the governmental level (city, state, federal) which would most likely be involved in legal actions to control different pollution problems.

EE - 3 The student will compare, contrast, or discuss modes of transportation and a hypothetical destination by identifying or stating the advantages of one over the other using at least one of the following categories: cost per passenger mile, fuel consumption per passenger mile, capability of reaching desired destination, time to reach desired destination, and safety.

EE - 4 The student will indicate ways the city must depend on the environment outside the city by naming substances or objects necessary for an urban activity and stating their origin in the natural environment.

EE - 5 The student will be able to identify the four major aspects of a city environment (residential, commercial, industrial, or open space) in which a building or urban activity is most likely to be found or be compatible.

EE - 6 The student will identify and describe from a set of several alternatives, those which best account for the numerical changes in human population.

EE - 7 The student will describe forms of environmental problems which are caused by forms of energy production.

EE - 8 The student will compute the number of children, grandchildren, and great grandchildren which result from differing rates of population growth.

EE - 9 The student will identify specific examples illustrating different types of competition between species.

EE - 10 The student will discuss how an increase in population will affect the future of a particular human environment.

ENVIRONMENTAL EDUCATION
(continued)

EE - 11 The student will determine, from a list of possible air polluting substances or sources, which are natural and which are man-made, or discuss natural and man-made pollution.

EE - 12 The student will be able to place the constituents of dry air in order of decreasing abundance, and identify an important property or function of each.

EE - 13 The student will be able to determine the air pollutant or pollutants likely to be generated by different air pollution sources.

EE - 14 The student will identify the cause and effect of the "greenhouse effect".

EE - 15 The student will identify the causes or effects of water pollution.

EE - 16 The student will describe how waste water is treated in three stages of sewage treatment.

EE - 17 The student will identify, in the proper order, the steps water must take before being consumed by individuals in an urban environment.

EE - 18 The student will identify from alternative examples of natural or man-induced conditions, those which would enhance and which would suppress precipitation.

EE - 19 The student will identify meteorologic and geographic conditions which cause flooding.

EE - 20 The student will differentiate between renewable and non-renewable resources.

EE - 21 The student will identify examples of international political decisions which may be attributed to an unequal geographic distribution of mineral resources.

EE - 22 The student will categorize a list of objects according to degradibility, recycability, or origin.

EE - 23 The student will identify the advantages and disadvantages of different solid waste disposal methods.

EE - 24 The student will be able to identify which of several energy-consuming activities consumes the most non-renewable energy.

EE - 25 The student will determine the difference between kinetic (moving) and potential (stored) energy from a choice of alternative descriptions.

EE - 26 The student will be able to identify examples of each of the following types of energy: mechanical, chemical, heat, electrical, solar, nuclear.

EE - 27 The student will be able to define the first and second laws of thermodynamics.

EE - 28 The student will be able to describe the nitrogen cycle.

EE - 29 The student will describe the role of living organisms in the carbon dioxide-oxygen cycle.

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NAME _____

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HEALTH
STUDENT RECORD SHEET

COMPETENCY	PRE-TEST					POST-TEST					
	Date	#1	#2	#3	#4	Date	#1	#2	#3	#4	Date Completed
H 1											
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Student's signature

HEALTH

H - 1 The student will be able to identify the components of a recognized healthful balanced diet.

H - 2 The student will be able to compare the nutritional similarities and differences of "natural health foods" and "conventional foods".

H - 3 The student will be able to identify the structures and functions of the reproductive system in men and women.

H - 4 The student will be able to describe the process and function of menstruation.

H - 5 The student will identify the differences between the contraceptive methods--pill, IUD, diaphram, foam, jelly, cream, condom, rhythm, sterilization, and withdrawal in terms of description and effectiveness.

H - 6 The student will be able to define normal social drinking, problem drinking and alcoholism and identify the seven factors influencing how individuals are affected by alcohol.

H - 7 The student will be able to identify five adverse health effects of tobacco smoking.

H - 8 The student will be able to identify the childhood diseases every school age child must be immunized against.

H - 9 The student will be able to list the seven warning signs of cancer.

H - 10 The student will be able to identify the three major types of venereal disease and their causes, cures, symptoms, and prevention.

H - 11 The student will identify three frequent accidents which occur in the home and one preventative measure a family should take for each type.

H - 12 The student will identify and apply the proper first-aid emergency procedures for accident of drowning and food choking.

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NAME _____

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LANGUAGE ARTS
STUDENT RECORD SHEET

COMPETENCY	PRE-TEST					POST-TEST					
	Date	#1	#2	#3	#4	Date	#1	#2	#3	#4	Date Completed
LA 1											
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LANGUAGE ARTS

LA - 1 The student will be able to use the dictionary to help him spell, use and pronounce words correctly.

LA - 2 The student will be able to define and apply Latin and Greek roots, suffixes, and prefixes listed below.

PREFIX	ROOT	SUFFIX
ab - from, away	aud - hear	able, ible - able to
anti - against	bio - life	al - pertaining to
auto - self	dic - say	ant, ent - doer, one who
bi - two	duc - lead, draw	ary - pertaining to
con, com - with	fer - carry	er, or - one who
contra - against	graph - write	ful - full of
de - down, from	jac, ject - throw	fy - make
dis, di - not, apart	leg, lect - read	hood - state of being
e, ex - from, out of	mitt, miss - send	ish - like
in, im - in, not	pon, pos - place	ist - one who
mis - wrong, wrongly	port - carry	itis - inflammation
pre- before	scrib - write	less - without
pro - for, forward	ten - hold	ment - act or state of
semi - half	ven - come	ness - quality of
sub - under	vert - turn	phobia - fear of
trans - across	vid, vis - see	ship - quality of
un - not	viv - live	tion, sion - act or state of

LA - 3 The student will be able to give an oral presentation in which he uses good posture, avoidance of inappropriate movement, eye contact, avoidance of "fix words", (e.g. uh, you know) good rate of speaking, appropriate volume and good diction. The content of the speech will be logical and without digressions or redundancies.

LA - 4 The student will define and apply the definition of the following terms:

1. alliteration
2. couplet
3. haiku
4. limerick
5. metaphor
6. rhyme
7. simile

LA - 5 The student will be able to apply his understanding of poetry by discussing the poetic intent of well-known poems. The student will discuss the poems below

in terms of the following, using each at least once.

rhythm	stanzas	figurative language
rhyme	diction	
line length	allusion	

LA - 6 The student will write a five-paragraph, (narrative, expository, descriptive, and argumentative) essay that has logical sense and is mechanically (punctuation, spelling, capitalization) correct. The essay must have an introductory paragraph that defines the topic, three paragraphs that develop the topic, and a concluding paragraph that summarizes and concludes the essay. The student must write at the quality level of a high school senior, using such grammatical conventions as relative clauses, infinitives, participles, etc., accurately. Vocabulary should be polysyllabic.

LA - 7 The student will be able to write a business letter using any standard form, including inside address, return address, greeting, body of letter, and closing. Capitalization and punctuation will be correct and standardized. Included also will be correct addressing of envelopes.

LA - 8 The student will be able to write a resume which includes physical description, education and activities, work experience, personal background, and references. The resume will be done in correct form with proper punctuation, spelling and capitalization.

LA - 9 The student will be able to identify the plot of a story using the following definition: Plot is a series of related incidents put together in a planned order so that a solution to the conflict is reached. The student will then apply the definition.

LA - 10 The student will identify the theme of a literary work as an abstract concept which is made concrete through its representation in setting, plot, and character in the short story, play, novel, or film. Student will then apply the definition.

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NAME _____

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CITIZENSHIP
STUDENT RECORD SHEET

COMPETENCY	PRE-TEST					POST-TEST					
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CITIZENSHIP

C - 1 The student will be able to define and apply four examples of "how to become a citizen," namely: Jus Soli, Jus Sanguinis, individual naturalization and collective naturalization.

C - 2 The student will be able to list and apply the specific regulations for each of the eligibility requirements (age, citizenship, residency, and registration) needed to vote in the primary and general elections in this state.

C - 3 The student will be able to describe the functions, idealogy, and organization of the major political parties today: Democrats, Republicans, and Third parties.

C - 4 The student will be able to describe and evaluate the most common nomination procedures in the U.S. today: party caucus, party convention, direct primary (open and closed) and Presidential primary.

C - 5 The student will be able to describe the basics of U.S. election procedures (types of ballots, polling locations and election administration) and analyze the electoral college system.

C - 6 The student will be able to define and evaluate a given issue as to (1) basic problem, (2) possible solutions, and (3) results of proposed solutions.

C - 7 The student will be able to explain the nature of public opinion and its relationship with (1) the media (2) the decision-making process (3) the polls.

C - 8 The student will be able to define and evaluate the purposes, activities, and membership of interest groups using the following as examples:

STOP-ERA Assoc.	Humane Society
Common Cause	Sierra Club
National Easter Seal Society	The Public Citizen
League to Save Lake Tahoe	National Rifle Assoc.
National Organization for Women	Parent Teacher Assoc.

C - 9 The student will be able to describe and evaluate the organization and functions of the Executive, Legislative, and Judicial branches of the State of Nevada.

C - 10 The student will be able to analyze the important elements of Nevada politics, namely (1) gaming industry (2) Freeport law (3) Northern interests vs. Southern interests and (4) percent of land under federal ownership.

C - 11 The student will be able to explain and evaluate the laws and policies of taxation in Nevada.

C - 12 The student will be able to name the forms of local government present in their area (county, city, school district, etc.) and list and analyze the functions of each, namely: management, policy setting, zoning, and revenue collection and appropriation.

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NAME _____

DATE _____

AMERICAN GOVERNMENT
STUDENT RECORD SHEET

COMPETENCY	PRE-TEST					POST-TEST					
	Date	#1	#2	#3	#4	Date	#1	#2	#3	#4	Date Completed
AG 1											
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AG 11											
AG 12											

COMPETENCY	PRE-TEST					POST-TEST					
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AG 13											
AG 14											

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Instructor's signature

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Student's signature

AMERICAN GOVERNMENT

AG - 1 The student will be able to define "state" and list and apply the four characteristics of a "state".

AG - 2 The student will be able to define and apply the following political labels: radical, liberal, middle-of-the-roader, conservative, reactionary, moderate, extremist.

AG - 3 The student will be able to compare and contrast government by dictatorship and government by democracy.

AG - 4 The student will be able to describe the political/economic systems of (1) capitalism, (2) socialism and (3) communism.

AG - 5 The student will be able to explain and analyze the basic principles of the Constitution of the U.S.: (1) popular sovereignty (2) limited government (3) federalism (4) separation of powers (5) checks and balances (6) judicial review.

AG - 6 The student will be able to describe the procedure for amending the United States Constitution.

AG - 7 The student will be able to describe and evaluate the civil rights guaranteed in the Constitution, Bill of Rights, and Amendments.

AG - 8 The student will be able to explain why the following court cases are important to our civil rights:

Engle vs. Vitale (1962)
Miranda vs. Arizona (1966)
Brown vs. Topeka Board of Education (1954)

AG - 9 The student will be able to describe and evaluate the organization and function of the Legislative Branch of government.

AG - 10 The student will be able to describe the structure and role of the Judicial Branch of government.

AG - 11 The student will be able to describe and evaluate the structure, powers, and role of the Executive Branch of government; the President, Vice-President, and Cabinet.

AG - 12 The student will be able to define and explain the basic role of the Executive agencies and their relationship with the office of the President, including the following agencies: CIA, HEW, HUD, DOE, FBI, Bureau of Budget, Council of Economic Advisors, Office of Economic Opportunity, DOL.

AG - 13 The student will be able to define the following terms in relation to United States economic policy:

Gross Nation Product	Inflation
Consumer Price Index	Recession
Deficit Spending	Depression

AG - 14 The student will be able to list the major offices and agencies that participate in setting United States foreign policy and explain how foreign policy is established (namely, the President, Congress, Dept. of State, Dept. of Defense, U.S. Information Association, C.I.A., Energy and Research Development Association).

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UNITED STATES HISTORY
STUDENT RECORD SHEET

COMPETENCY	PRE-TEST					POST-TEST					
	Date	#1	#2	#3	#4	Date	#1	#2	#3	#4	Date Completed
USH 1											
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USH 3											
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UNITED STATES HISTORY-SRS
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COMPETENCY	PRE-TEST					POST-TEST					
	Date	#1	#2	#3	#4	Date	#1	#2	#3	#4	Date Completed
USH 13											
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Instructor's signature Student's signature

UNITED STATES HISTORY

USH - 1 The student will be able to name the countries involved in the colonization of the United States and list and explain the most important reasons for colonization.

USH - 2 The student will be able to describe life in colonial America, including the economic base, social life, and forms of government.

USH - 3 The student will be able to list and explain the important long term causes (background causes up to 1763) and short term causes (1763 - 1775) of the American Revolution.

USH - 4 The student will be able to explain and analyze the failure of the Articles of Confederation versus the success of the Constitution.

USH - 5 The student will be able to explain the causes and results of the War of 1812.

USH - 6 The student will be able to describe the first period of westward movement (1845 - 1860) including the California gold rush and U.S. acquisition of new territories, namely: Texas, Utah, Oregon, New Mexico, and California.

USH - 7 The student will be able to identify and explain the development of the two party system in the United States up to the Civil War and the emergence of the Democrats and the Republicans.

USH - 8 The student will be able to discuss the Civil War, explaining the causes (sectionalism, abolitionism, secession and Manifest Destiny), the events (weapons, strateties) and results of the war.

USH - 9 The student will be able to describe and evaluate the Reconstruction period in the South following the Civil War, including the opposing Reconstruction programs (Lincoln-Johnson as Radical Republicans) and the economic conditions.

USH - 10 The student will be able to describe the important developments of the second period of westward expansion (post Civil War)--1) settlement of the plains 2) development of railroads 3) Indian disputes.

USH - 11 The student will be able to describe the causes of industrialization and the effects of industrialization on the city and on the people.

USH - 12 The student will be able to identify and describe the abuses of big business below, and explain the reforms instituted to correct these abuses.

monopolies	corruption of officials
watered stock	working conditions
short-long haul contracts	trusts
yellow dog contracts	

USH - 13 The student will be able to discuss U.S. immigration in the late 1800's, describing the nationalities involved, the effects on the immigrants and the citizens, and concept of the "melting pot".

USH - 14 The student will be able to compare and contrast the social reform movements of the 1800's, 1900's and the present time (such as: women's suffrage, prohibition, Civil Rights, hippie movement) as to goals, methods and success and explain why and how social change occurs.

USH - 15 The student will be able to identify the causes and results of the Spanish-American War and analyze the war in terms of future United States foreign policy.

USH - 16 The student will be able to identify the most important long and short term causes, events, and results of World War I.

USH - 17 The student will be able to describe the period of the 1920's and identify the causes for the stock market crash of 1929.

USH - 18 The student will be able to describe and analyze the causes, programs, and policies of the Depression era.

USH - 19 The student will be able to identify the long and short term causes of World War II.

USH - 20 The student will be able to describe the events and results of World War II.

USH - 21 The student will be able to list and explain the causes and events of the Cold War in Europe and Korea.

USH - 22 The student will be able to explain the causes, events, and results (foreign and domestic) of the Vietnam War.

USH - 23 The student will be able to identify and evaluate the important events of the 1960's, namely: (1) the Civil Rights movement, (2) assassinations of John Kennedy, Martin Luther King and Robert Kennedy, (3) Great Society programs, (4) youth movement and counterculture.

USH - 24 The student will be able to identify and evaluate the important events of the 1970's, namely: (1) Watergate, (2) energy crisis, (3) environmental concern, (4) Strategic Arms Limitation Talks, (5) U.S. recognition of Communist China.

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MATHEMATICS
STUDENT RECORD SHEET

COMPETENCY	PRE-TEST					POST-TEST					
	Date	#1	#2	#3	#4	Date	#1	#2	#3	#4	Date Completed
MPS 1											
MPS 2											
MPS 3											
MPS 4											
MPS 5											
MPS 6											
MPS 7											
MC 1											
MC 2											
MC 3											
MC 4											
MC 5											
MC 6											
MC 7											

MATHEMATICS-SRS
(continued)

COMPETENCY	PRE-TEST					POST-TEST					
	Date	#1	#2	#3	#4	Date	#1	#2	#3	#4	Date Completed
MC 8											
MC 9											
MC 10											
MC 11											
MC 12											
MC 13											
MC 14											
MC 15											
MC 16											
MC 17											
MGM 1											
MGM 2											
MGM 3											
MGM 4											

MATHEMATICS-SRS
(continued)

COMPETENCY	PRE-TEST					POST-TEST					
	Date	#1	#2	#3	#4	Date	#1	#2	#3	#4	Date Completed
MGM 5											
MGM 6											
MGM 7											
MGM 8											
MGM 9											
MGM 10											
MGM 11											
MGM 12											
MGM 13											
MGM 14											
MGM 15											

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Instructor's signature Student's signature

MATHEMATICS

MPS - 1 The student will be able to determine the correct amount of change and express it in the least possible number of coins from a purchase, percent of sales tax and payment.

MPS - 2 The student will be able to compute simple interest on a loan for a given number of years and compute the total amount to be repaid.

MPS - 3 The student will be able to use the original price and the percent of discount to compute the sale price.

MPS - 4 The student will be able to compute the commission due on a given amount of sales at a given percent.

MPS - 5 The student will be able to compute the total price of a number of objects when the price is expressed as a ratio.

MPS - 6 The student will be able to determine information from a graph, table, or chart.

MPS - 7 The student will be able to compute time, rate, or distance when the other two are given.

MC - 1 The student will be able to express any decimal to the nearest tenth or hundredth.

MC - 2 The student will be able to compute the sum of numbers expressed in decimal notation.

MC - 3 The student will be able to compute the difference between any two numbers expressed in decimal notation.

MC - 4 The student will be able to find the product of any two numbers expressed in decimal notation.

MC - 5 The student will be able to compute the quotient of any two numbers expressed in decimal notation.

MC - 6 The student will be able to compute the product of any two whole numbers of three digits or less.

MC - 7 Using the divisor of no more than three digits, the student will be able to compute a quotient correct to the nearest hundredth or express the remainder as a fraction.

MC - 8 The student will be able to give an approximation (or round) to the nearest tenth for any whole number of seven digits or less.

MC - 9 The student will be able to give an approximation (or round) to the nearest hundredth for any whole number of seven digits or less.

MC - 10 The student will be able to give an approximation (or round) to the nearest thousandth or millionth for any whole number or seven digits or less.

MC - 11 The student will be able to compute the sum of any whole number of seven digits or less.

MC - 12 The student will be able to compute the difference between any whole number of seven digits or less.

MC - 13 The student will be able to express a fraction such as a/b as "a out of b" equal parts.

MC - 14 The student will be able to convert a common fraction to decimal notation and express it as a percent.

MC - 15 The student will be able to tell which of two common fractions is the greater.

MC - 16 The student will be able to find the sum or difference of two fractions.

MC - 17 The student will be able to find the product or the quotient of any two fractions.

MGM - 1 The student will be able to compute sums with measures and express answers in simplest form.

MGM - 2 The student will be able to find the difference between two measures and express it in simplest form.

MGM - 3 The student will be able to find the product of a measure times a number and express the answer in simplest form.

MGM - 4 The student will be able to divide a measure by a number.

MGM - 5 The student will be able to compute the perimeter of a rectangle and express the answer in the correct unit.

MGM - 6 The student will be able to compute the area of a rectangle and express the answer in correct units.

MGM - 7 The student will be able to compute the volume of a right rectangular prism and express the answer in correct units.

MGM - 8 The student will be able to choose a suitable unit (English and Metric) to measure a given attribute.

MGM - 9 The student will be able to choose an appropriate instrument to measure a given attribute.

MGM - 10 The student will be able to state the freezing and boiling points of water on both the Fahrenheit and Celsius thermometer.

MGM - 11 The student will be able to recognize the attribute being measured from a given unit (English and Metric).

MGM - 12 The student will be able to compare English and Metric (mile, pound, yard, inch, quart, kilometre, metre, centimetre, litre) measures by stating which is larger.

MGM - 13 The student will be able to determine actual lengths from a scale drawing.

MGM - 14 The student will be able to substitute dimensions for letters in a given formula and compute the answer.

MGM - 15 The student will be able to compute elapsed time in hours and minutes.

C = credit
NC = no credit
- = not administered

NAME _____

DATE _____

EARTH/PHYSICAL SCIENCE
STUDENT RECORD SHEET

COMPETENCY	PRE-TEST					POST-TEST					
	Date	#1	#2	#3	#4	Date	#1	#2	#3	#4	Date Completed
ES 1											
ES 2											
ES 3											
ES 4											
ES 5											
PS 6											
PS 7											
PS 8											
PS 9											
PS 10											
PS 11											
PS 12											
PS 13											
PS 14											

EARTH/PHYSICAL SCIENCE-SRS
(continued)

COMPETENCY	PRE-TEST					POST-TEST					
	Date	#1	#2	#3	#4	Date	#1	#2	#3	#4	Date Completed
PS 15											
PS 16											
PS 17											
PS 18											
PS 19											
PS 20											

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Instructor's signature Student's signature

EARTH SCIENCE AND PHYSICAL SCIENCE

ES - 1 The student will be able to describe two specific types of water erosion, one type of ice erosion, and one type of wind erosion; and will be able to state in writing or orally, how three of those specific types of erosion can be reduced in magnitude.

ES - 2 The student will be able to identify the two most common gases that make up the atmosphere and their approximate percentage of composition.

ES - 3 The student will be able to identify the most likely conditions for it to rain or snow, when given the following specific information (humidity, barometric pressure and change in barometric pressure).

ES - 4 The student will be able to create or correctly label an existing model of the solar system including the Sun, the planets and their orbits in order from the Sun, asteroid belt, and the Moon and its orbit around the Earth.

ES - 5 The student will identify the best action to be taken during the following crises (flood, volcanic eruption, lightning storm, forest fire, earthquake, tidal wave, tornado, hurricane).

PS - 6 The student will be able to write balanced equations for at least three chemical reactions, when given the names of one or two ingredient substances and one or two product substances. The student will also be able to identify each reaction as endothermic or exothermic, when given either that heat is needed for the reaction to occur or that heat is produced by the reaction.

PS - 7 The student will identify at least 10 different solutions commonly found in the laboratory as being either acid, base, or neutral; and as being either dangerous or safe to ingest.

PS - 8 The student will be able to identify correct examples of the Kinetic Theory of Matter.

PS - 9 The student will be able to describe the force of gravity, including correct information about the following: what effect a change in the distance between two attracting bodies would have; what effect a change in the mass of both bodies would have; what causes an object on Earth to have weight; and the difference between mass and weight.

PS - 10 The student will be able to define the force of friction and will be able to identify at least three specific examples of it.

PS - 11 The student will be able to identify the following: why a magnetic needle of a compass will point North-South from most points on Earth; why there is a magnetic variation from true North-South on Earth; and which poles of magnets will attract and which will repel.

PS - 12 The student will be able to calculate how much force must be applied to a specific lever, a specific pulley, and an object moving up a specific inclined plane to perform certain jobs.

PS - 13 The student will be able to identify examples of the following heating terms (conduction, convection, insulation, radiation).

PS - 14 The student will be able to explain how electromagnetic induction can produce an electrical current in a wire.

PS - 15 The student will be able to define the following terms: static electricity, electric current, conductor, and insulator.

PS - 16 The student will be able to identify the difference between alternating and direct current, and will identify at least one use for each.

PS - 17 The student will be able to define the following electrical terms: volt, ampere, watt, and ohm.

PS - 18 The student will be able to explain how a nuclear fission reactor can be controlled to produce electricity. The explanation must include how the reactor is kept cool, how the reaction is controlled, and how the heat energy from the reactor can be changed into electrical energy.

PS - 19 The student will be able to identify examples of metals found in the home as being either steel, aluminum, copper, tungsten, or lead; and will be able to indicate at least one common use in the home for each; and will be able to tell which are magnetic.

PS - 20 The student will be able to identify which of the following household chemicals would be dangerous to ingest in any quantity: gasoline, rubbing alcohol, salt, sugar, baking soda, perfume, chlorine bleach, detergent, insecticides, water, paint thinner (mineral spirits).

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NAME_____

DATE_____

LIFE SCIENCE
STUDENT RECORD SHEET

COMPETENCY	PRE-TEST					POST-TEST					
	Date	#1	#2	#3	#4	Date	#1	#2	#3	#4	Date Completed
LS 1											
LS 2											
LS 3											
LS 4											
LS 5											
LS 6											
LS 7											
LS 8											
LS 9											
LS 10											
LS 11											
LS 12											

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Instructor's signature Student's signature

LIFE SCIENCE

LS - 1 The student will be able to list and explain the life processes which are characteristic of all living things.

LS - 2 The student will be able to list and explain the function of the significant structural features of the cell.

LS - 3 The student will be able to list, compare and explain the different levels of organization found in living things by identifying the inter-relations of molecules, cells, tissues, organs and organ systems.

LS - 4 Using man as an example, students will list the 10 organ systems we associate with higher organisms and explain the function or job each system must perform, giving examples of organs which work in each of these systems.

LS - 5 The student will be able to explain the process of photosynthesis including the importance of this process in their everyday lives.

LS - 6 The student will be able to explain the water and carbon--oxygen cycles including their importance and relationships to man.

LS - 7 The student will be able to explain the association between energy and food in an ecosystem or biome.

LS - 8 The student will demonstrate an understanding of man's relationship with the earth and its resources by being able to categorize resources, substances, objects and material important to man as being biodegradable, recycleable, renewable, nonrenewable, biotic or abiotic.

LS - 9 The student will explain the process of simple or growth type cell division including information about the cells produced, the nucleus, chromosomes and the importance of this kind of cell division.

LS - 10 The student will be able to explain the process of sexual reproduction we see in most living organisms including man.

LS - 11 The student will be able to explain the interactions between heredity and environment in controlling the development of the individual and through a knowledge of genes explain how heredity controls what an individual can become.

LS - 12 The student will be able to predict some hereditary characteristics of the offspring from a given set of parental characteristics. Students must be able to make use of simple mendelian principles of inheritance including dominance, recessiveness and the law of segregation.